



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <i>Early Childhood Special Ed/Smart Board Learning Station</i>	
School Regional Area	<input type="checkbox"/> North Cook <input checked="" type="checkbox"/> South Cook <input type="checkbox"/> West 40
District Name	<i>Hazel Crest</i>
District No.	<i>152 1/2</i>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <i>Mari Gallagher</i>	* <i>mgallagher@sd1525.org</i>
*	*
*	*
*	*
*	*
School Name	<i>Lincoln Elementary</i>
School Street Address	<i>1223 W. 173rd</i>
School City, State, Zip	<i>East Hazel Crest, IL 60429</i>
School Phone Number	<i>708-798-0945</i>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	<i>Alta Flowers</i>
Nominator's Phone #	<i>708-798-0945</i>
Best Contact Time	<i>between 8:00am - 4:00pm M-F</i>
Nominator's Email	<i>aflowers@sd1525.org</i>

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

1. Early Childhood Special Education Smart Board Learning Station.
2. This is an ongoing project that involves interactive technological activities for special needs students ages 3-5 years old. These activities help to strengthen, support and enhance special needs students' abilities to become more technology aware and capable in several content areas.
3. Prekindergarten/Early Childhood Special Education.
4. Language Arts, Mathematics, Social Sciences, Physical Development and Health, Fine Arts, and Social/Emotional Development.
5. Elmo, smart board, computer, digital camera
6. Manipulatives, books, field trips, games, finger plays, songs, etc.
7. Early Learning Standards **Language Arts** State Goals 1,2,3,4,5 All of these goals support the activities via use of the smart board and other technological equipment used. **Mathematics** State Goals 6-10; **Social Sciences** State Goals 14,18; **Physical Development and Health** State Goals 19,20,21,23,24; and **Fine Arts** State Goals 25, 26; **Social/Emotional Development** State Goals 31,32, NETS
8. The early childhood special needs students are grouped daily and blended with the regular education students during a morning blocked time slot. Technology is incorporated into their morning routine of calendar, weather, and attendance. Students are presented with the introduction and purpose of technological equipment utilized for the daily activities. A system of a "name bank" is in place to assure that all and every student gets a turn to become physically active with the smart board activities. Anticipation arises as the student's name is revealed letter by letter. The class begin to guess which students turn it is as the name is revealed. Each day a student leads the class through lessons of language arts, mathematics, social sciences etc. (date, weather, calendar, colors, shapes, etc). The students are excited by their name being displayed on the smart board. This entire activity is primarily student driven.
9. Students learn from these experiences to have informal conversation, read with their class, talk and sing with classmates, ask open ended questions, rules of group discussion, model reading and writing is demonstrated, an opportunity to call attention to letter words, and other features of print are presented. They are motivated through music and movement. The special needs students' cognitive skills are enhanced and this is evident in their ability to proceed with little or no direction and assistance from others. The students can and do anticipate the new material presented as they become familiar with format and content of material presented. The smart board becomes an additional learning station in the classroom where students manipulate and can utilize lessons with little or no direction throughout the day.
10. When reflecting on meeting the needs of all children, the smart board use has encouraged the student's active involvement in literacy and cognitive development. There have been intentional adaptations made for students with physical or cognitive limitations when planning smart board activities. Such accommodations include **environment supports** (pointers, auditory feedback software, headphones, etc.). **schedule and routine supports** (provide verbal cues when necessary, encourage children to participate in the degree that they are able to do so, use consistent, predictable routines, etc.), **language supports** (repeat

clearly for students with language deficiencies, pictures presented for students with communication delays, etc.) The smart board is an additional tool for observing student's growth in the content areas of literacy, math, physical, social/emotional, etc.

- Anecdotes are kept on students progress while interacting with the smart board.
- Photos of students utilizing the smart board technology is also a form of documentation used to chart the progress of students.

It is enlightening and rewarding to review reports and data that outline and project the progress of the students from the initial start of the implementation of the smart board learning station project and chart their continued progress.

The smart board learning station goals are shared with parents. We are in the process of discussing and reviewing a formal way of communicating the smart board progress to parents.